**Adrienne Lorme**

**Fall 2010**

**Wiki Assignment # 3**

**Statement of the Problem:**

There has been immense debate on how to teach reading strategies incorporating phonetic instruction, to students with hearing disabilities. Research has consistently shown that hearing impaired students lag significantly behind their normally hearing counterparts in reading. Researchers and theorists argue that this variation is a direct result of student’s ability to phonetically break down a written word. Hearing impaired students are taught how to sign the word or lip read without developing a true sense of what that word means. As a result, hearing impaired students struggle with comprehending the text as a whole. Therefore, hearing impaired students will benefit from a more structured phonetic instruction that blends lip reading, spoken language and ASL together.

**Research Hypothesis:**

Over a period of nine weeks, Ms. Lorme` will plan and deliver a series of reading lessons to two first grade classes in a deaf school located in New York City or in the suburbs of Massachusetts. Ms. Lorme` would like to teach two classes and use one class as the control group. The idea is to pick two classes using two different approaches to literacy instruction that incorporates phonics. In both schools, some classes are using an approach known as “Total Communication Approach,” which focuses on students learning how to read by only using spoken language. Other classes are using an approach called “Bilingual-Bicultural,” which basically allows the students to combine lip-reading, spoken language and ASL. In class A, she ­will change and incorporate a strategy Class B uses to promote a Bilingual-Bicultural approach, into Class A. Class B will not be changed at all. The same lessons, homework, tests and assessments will be given. Through assessments, data will be collected to determine if students performed better using a Bilingual-Bicultural approach or a Total Communication Approach to literacy.